

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Dr. Louise Standridge Ed.D.

Official School Name: Bellview Elementary School

School Mailing Address: 5400 South Bellview Road  
Rogers, AR 72758-8871

County: Benton State School Code Number: 04-05-047  
Telephone: (479) 631-3605 E-mail: lstand@rps.k12.ar.us

Fax: (479) 631-3584 Web URL: http://bv.rogersschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Janie Darr Ed.D. Superintendent e-mail: jdarr@rps.k12.ar.us

District Name: Rogers School District Phone: (479) 636-3910

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Joye R. Kelley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

11AR2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

11AR2

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 14 Elementary schools  
(per district designation) 4 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
20 Total schools in district
2. District per-pupil expenditure: 7272

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	50	54	104		7	0	0	0
1	54	51	105		8	0	0	0
2	52	49	101		9	0	0	0
3	55	47	102		10	0	0	0
4	53	49	102		11	0	0	0
5	45	42	87		12	0	0	0
Total in Applying School:								601

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
5 % Asian  
2 % Black or African American  
9 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
83 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 8%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	26
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1, 2009	584
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent limited English proficient students in the school: 11%  
 Total number of limited English proficient students in the school: 68  
 Number of languages represented, not including English: 17  
 Specify languages:

Bengali, Chinese, German, Spanish, Persian, Gujarati, Hindi, Kannada, Korean, Laotian, Malayalam, Malay, Polish, Sindhi, Tamil, Telugu, Urdu

9. Percent of students eligible for free/reduced-priced meals: 9%  
 Total number of students who qualify: 52

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%  
 Total number of students served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>35</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>12</u>	<u>5</u>
Total number	<u>50</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	92%	97%	97%	96%	97%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

During the 2009-2010 school year, 5 teachers had babies and were out for an extended maternity leave which dropped the teacher attendance rate dramatically.

The teacher turnover rate has remained below 1 percent each of the 5 years reported. One teacher left after the 2009-2010 school year to be a full time mother. One teacher left in 2007-2008 because her husband's job required a transfer to another state. Two teacher left in 2006-2007, one to take a position at the high school and the other to take care of elderly parents.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Bellview Elementary School opened its doors in August of 1998 in an area of Rogers where new homes and businesses were just beginning to develop and expand. Enrollment for the first several years was around half the 575 student capacity. Presently, however, the Bellview attendance zone is surrounded by a number of residential subdivisions and the primary shopping and business section of our city. The student enrollment has grown to the present enrollment of 601 students in grades K-5. The student population is primarily Caucasian from low-middle to high-middle family-income homes. However, over the past 5 years, the student population is becoming more ethnically diverse, which is to be celebrated.

Our vision is to embrace all stakeholders as a Bellview Family in supporting and providing a first-class educational experience that promotes academic excellence and development of the social and physical skills necessary for each child's growth and success. The realization of this vision is supported by an exceptionally qualified faculty and staff, very high parent and family involvement, and a supportive and generous business community. In its early years Bellview became a Great Expectations School, which is a network of schools committed to setting high standards of student responsibility and academic performance in a respectful environment that values, recognizes, and celebrates accomplishments. Every Monday begins with a school-wide assembly called Rise and Shine. This builds a sense of school community and energizes everyone for the week ahead. Throughout the year each classroom is assigned a week to lead the program. This allows every student an opportunity to use appropriate speaking skills to an audience. All the students, teachers, and visiting parents enter the cafetorium to a selection of spirited music. The programs consist of the Pledge to the Flag, followed by the Bellview Student Creed, which is followed by the Bellview Bobcat song with dance movements. The students from that week's class then present a short "showcase" of what they have been learning. Each teacher announces their student of the week, followed by recognition of student accomplishments and announcements of upcoming events.

Since the inception of NCLB and the accompanying state assessments, the majority of students in grades 3, 4, and 5, have consistently scored proficient or advanced on the Arkansas Benchmark Examinations. The year to year trend documents a significant increase of students scoring in the advanced range and a decrease of numbers in the basic and below-basic levels. During the past five years the percent passing (proficient and advanced) is generally 90% or above with the percent scoring at the advanced level increasing from the 30%'s to the 70%'s and 80%'s. Most significant is the very high percentage of Bellview students showing more than expected growth gains from year to year. Based on our high Arkansas Benchmark achievement scores and high value added growth scores, Bellview Elementary was recognized by the National Center for Educational Achievement (NCEA) and Just for the Kids Higher Performing Elementary Schools in all 12 possible categories (achievement and growth for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades in both math and literacy) for 2008-2009. The Arkansas Office for Education Policy at the University of Arkansas ranked Bellview as one of the top five highest performing elementary schools in Arkansas for the past two years.

High student achievement alone does not automatically make a school an outstanding school or a school worthy to become a Blue Ribbon School. From its beginnings, the parents and families of Bellview have given their time and talents to create a great school that serves all children and also gives back to the community. Last school year over 4000 volunteer hours were logged and there were approximately 6000 visitors who attended programs, events, or lunch with their child. The PTA plans family events throughout the year as fundraisers rather than door to door sales. The PTA also supports our school and teachers with resources that the school budget does not allow. They provide recycling bins for use by our families and sponsor annual coat drives and food drives to give to local shelters. Our school actively participates in the United Way campaign and is a member of our local Chamber of Commerce. Bellview is just one of the 20 excellent schools in the Rogers School District that provides us the leadership, resources and tools necessary to meet the needs of a rapidly changing and growing student population in our city. Research indicates the two significant factors that contribute to increased student achievement are the quality of teaching and the level of parental involvement. Bellview Elementary is fortunate to have a high degree of both.

### 1. Assessment Results:

The Arkansas ACCTAPP Benchmark state assessment is administered to the 3rd, 4th, and 5th grade students with our school's configuration of K-5. All three grades are assessed in math and literacy, and additionally fifth grade is assessed in science. The score categories are Below Basic, Basic, Proficient, and Advanced. The meets standard mark, or passing, is at the proficient level. All state data can be accessed at <http://normes.uark.edu>

The analysis of our 5-year history of the Arkansas ACCTAP Benchmark assessments shows an increase in the number and percentage of students scoring at the advanced level from year to year in both literacy and math for all three grade levels assessed. Although the overall percentage of “passing” students does not drastically change, the bottom three tiers have decreased significantly while the advanced performance level percentage has increased significantly. For example, fifth graders in math for 2004-2005 scored 3% below basic, 15% basic, 40% proficient and 42% advanced in mathematics. Comparatively, 2009-2010’s fifth grade math test results show only one student scored below basic, a special needs student in a self-contained classroom, zero students scored basic, 15% scored proficient, and 84% scored advanced. Another analysis trend indicates that the more years a student attends Bellview, the higher they score on norm-referenced assessments as well as criterion-referenced assessments.

Our school is even more proud of the rise in individual growth scores from year to year. Our belief is “Every child deserves no less than one year’s growth for the one school year they spend in our classrooms.” The district recognizes five teachers at each grade level whose students made the highest growth in scale scores from one year to the next. Of the 14 elementary schools in the district, Bellview has three or more teachers on this list each year. Last year the staff celebrated the accomplishment of one of our teachers and her students in the 3<sup>rd</sup> through 5<sup>th</sup> grade self-contained special education (autism spectrum) classroom. This teacher had the highest growth scores of any teacher in the district last year in fourth grade literacy. While not all of our students score proficient, the majority show tremendous growth, even at the advanced level. Of last year’s fifth graders who had fourth grade comparisons, only 5 of the 89 students did not make expected growth or more. This represents academic success—all students learning!

Achievement gap data is charted annually for the tested grades in both math and literacy. There were no achievement gaps in 3rd grade math because the special education group closed the gap by going from 33% the previous year to 85% in 2009-2010. The LEP subgroup also closed the gap by going from 60% to 92 %. CELEBRATE!

In 3rd grade literacy the subgroup of economically disadvantaged with 13 students scored 61% compared to the combined population scoring 89%. In third grade literacy, the subgroup of special education with 13 students scored 46% compared to the combined population at 89%.

There are no subgroups in 4th grade math, or literacy with achievement gaps.

In 5th grade math there are no achievement gaps. In fifth grade literacy, the subgroup of economically disadvantaged with 10 students scored 60% compared to the combined population scoring 94%.

Intervention programs for these students are underway. The instructional assistant is working with the third graders during the school day. A third grade teacher is providing tutoring two days a week for the third graders. A fifth grade teacher is providing tutoring after school four days per week for the fifth grade students. Additionally, we have before school intervention program five days per week..



## **2. Using Assessment Results:**

Before the first day of a new school year, teachers examine the assessment results of their students from the previous school year. For each student, the teachers look for the areas of strength and areas needing improvement. We disaggregate multiple-choice questions and the open response questions to determine student stumbling blocks. Open responses are reviewed for the individual's scores on content, style, sentence formation, usage, and mechanics. Then that data are compared within and across grade levels. We celebrate our successes, while continuing to determine what areas need more or different instruction. Additionally, each teacher charts their student's current scaled growth scores to the previous year's scores and writes a rationale/explanation on those students who did not make annual growth. All of this analysis informs the teacher of what could be done better than last year and assists in determining academic goals for the upcoming school year.

We track formative assessment data throughout the school year. All students in the district take a quarterly grade specific formative assessment with multiple choice and open response questions, shorter but similar to the state tests. These assessments are scored and results posted to the teacher within a week. The data are discussed in collaborative grade level groups to determine how to help all students be more successful. Teachers also administer the Developmental Reading Assessment (DRA) three times yearly to all students in grades K-2 as well as those students in 3-5 not reading on grade level. The literacy facilitator assists teachers in posting results in the book room using color coded cards for each grade, teacher, and student. This "DRA Assessment Wall" provides staff with a visual reminder as to which students are lagging behind quarterly grade level goals.

## **3. Communicating Assessment Results:**

The school's assessment results are shared at an annual public parent meeting in early fall. Each attendee receives a copy of the presentation that includes the assessment results and comparison to the previous year. All assessment results are accessible on the Rogers School District and Bellview School websites.

Twice yearly administrators meet with the district instructional administrators to share our building data analysis and the next steps needed to reach every child. We look at much more than the state test scores, although we begin with that in early fall. We use the quarterly formative assessment results, Renaissance Star reading and math results, progress reports on the two supplemental digital curriculum programs, Waterford and Success Maker, individually administered reading assessments, as well as teacher documentation. The classroom teachers use this information regularly and provide much of the collected data that we share with the district administrators.

Administrators visit classrooms frequently to view and document instructional strategies using a standardized class walkthrough form. The model used in our district is the Teachscape Classroom Walkthrough. All principals were trained and revisit training protocols periodically. The information from walkthrough visits does not play any role in the Performance Evaluation System and teachers are not identified by name, only by grade level. Based on the collected data, which is reviewed with the staff quarterly, teachers identify instructional strategies they want use more frequently.

## **4. Sharing Lessons Learned:**

Last school year, the principal was invited to attend a conference in Little Rock sponsored by the National Center for Educational Achievement (NCEA) and the Arkansas Department of Education. The invited schools were recognized for high achievement scores or high growth scores in either math or literacy. Bellview's recognition was in all 6 possible categories, high achievement and high growth in math and literacy in grades 3, 4, and 5. The conference began with some very informative speakers, primarily around the theme of preparing our students to be "college ready." One point made was that "college ready" begins in elementary school, because if a student can't read fluently with comprehension by third grade, it may never happen. During this conference time was dedicated for principals to network and share lessons learned with other schools around the state. Schools completed a written form

identifying successful strategies of the school that contributed to student achievement. To assist other schools, the information supplied by each attendee was to be added to *Just for the Kids*, a website partnering with NCEA. The wealth of educational information on this site can be accessed by anyone.

Later this month, the principal will participate on a panel of Arkansas educators at the conference, What Works in Arkansas: Showcasing Instructional Excellence. The conference is sponsored by the University of Arkansas and Arkansas State University. Each panelist is asked to share one area of the big puzzle of what makes a successful school. Topics include: leadership, curriculum, instruction, assessment, and effective use of student data.

One of the best sources of sharing and learning successful lessons learned is the network of the 14 elementary principals in Rogers School District. This is a close group of colleagues and friends who share with each other frequently.

### 1. Curriculum:

Bellview's curriculum is guided by the *Arkansas Curriculum Frameworks* and accompanying Student Learning Expectations. The Rogers School District aligned the standards through curriculum mapping and developed a quarterly pacing guide for each content area. These documents provide the teachers with guidance in what and when to teach a standard, but not how to teach it. The Rogers' elementary schools use a standards-based report card. Only student achievement documenting student performance in the latter part of the grading quarter impacts a student's score. Scores range from 1) below basic, 2) basic, 3) proficient, to 4) advanced. Along with teacher comments on the report card and parent-teacher conferences, we strive to provide students and their parents an accurate picture of student performance in each of the core subjects.

The 24 regular classroom teachers and two special-education self-contained teachers are responsible for teaching the core curriculum areas in literacy, math, science, and social studies. Special education students are expected to learn the same grade-level academic standards as the regular education students but with more scaffolding and activities geared to their needs. A special education resource teacher, speech-language pathologist, occupational and physical therapists provide services with identified students primarily in a pull-out environment of small group or one-on-one instruction. All students also participate in each of the encore classes of art, physical education, music, and library/media at least once weekly. These four teachers, all fully certified in their field, work together as a team to coordinate learning activities.

Within the core area of English Language Arts, the curriculum is divided into reading, writing, oral and visual communications, and inquiring/researching. The oral communications is broken into speaking and listening skills. The visual communications includes the use, interpretation, and development of visual representations of content using hand created or technology created visuals. Much of the inquiry and research skills are learned within the science and social studies content.

The mathematics curriculum encompasses the five major strands of math as identified by the National Council of Teachers of Mathematics (NCTM). In addition to numbers and operations, students learn skills in geometry, measurement, probability and statistics, and algebraic thinking.

Physical education and health are a major focus at Bellview. The physical education program focuses on motor skills and movement, lifetime sports and recreation, health related fitness, and personal and social behavior. Health and fitness is addressed in our school improvement plan with specific goals and actions to increase student activity and decrease the BMI school average. The PE teacher conducts a running club for students in the mornings before school begins. Girls on the Run Club meets after school to practice for a culminating 5K run and participates in community service projects.

The music program advances students music education and activities through the grades. The music curriculum includes learning music terminology and music literacy, identifying instruments of the orchestra, and learning multi-cultural songs and dances. The music program incorporates literature daily. Stories are brought to life through performances using instruments for dramatic affect. The music teacher stages musical performances in which all students, including special needs students participate. Parents help with the scenery and costumes. These productions are amazingly professional for elementary students.

The visual arts curriculum provides students the opportunity to learn famous artists and works of art, learn art skills and use various mediums in their own creations. Student work from art class is displayed along the hallways. Bellview's PTA sponsors student participation in the state Reflections Program which identifies a yearly theme for students to create their visual or musical interpretations. A PTA committee

judges the students' work to determine the grade level winners that will go on to the state completion. The grade level winning entries are framed and displayed on a wall at the entrance to the school. Last year winning entries included two student's original photographs and two musical compositions in addition to student created pictures.

Bellview's gifted and talented program is called REACH. The G/T teacher does whole class enrichment lessons at grades K-2. One focus of enrichment in the primary grades is based on a multicultural curriculum. This provides the younger students opportunities for divergent thinking and creativity. Formal assessments are administered to candidates for the gifted and talented program beginning in the latter part of second grade and as needed through fifth grade. Qualifying students in grades 3, 4, and 5 are placed in the REACH program which is a one-day a week pullout by grade level. Each grade level has a different year-long unit of study incorporating research and inquiry in addition to student selected topics of study. Independent study is also a focus of the GT curriculum. Each student selects a topic, explores research, creates products, prepares a display board and presents information during the REACH showcase for parents.

## **2. Reading/English:**

Bellview's reading curriculum is comprehensive and based on current research. Learning to become a competent reader requires early phonemic awareness, phonics, fluency, vocabulary development, and most importantly, comprehension of text, both fiction and non-fiction. Therefore, instruction of each of the components is explicitly taught, but not necessarily in isolation or in a lock-step way that assumes all students learn at the same rate. We take a constructivist approach to learning and our instructional philosophy is to take each student's incoming skills and knowledge as a starting point. Through targeted learning goals and instruction, we strive to accelerate learning according to the student's needs. This requires determining each student's next reading goals through frequent one-on-one reading assessments, using DIBELS, Developmental Reading Assessment (DRA), or running records.

Materials for reading instruction include a district-wide basal program, a large collection of DRA leveled reading books, teachers' classroom libraries, and the school's library collection. A "literacy protocol" guides the timeframes and components of the typical 2.5 hour literacy block (reading and writing). Reader's workshop is the overall framework used for reading instruction in grades K-5 and includes the following components: a short mini-lesson, shared reading, guided reading, independent reading, word study, literature study, and a teacher "read-aloud" selection. Most of the reading instruction is delivered within small flexible groups of students needing the same learning goal. While the teacher is with a small instructional group, the other students independently complete tasks at assigned literacy workstations or read independently. Supplemental programs are provided through Accelerated Reader, and reading instruction through Waterford and Success-Maker digital curriculums.

Reading and writing go hand in hand. Instruction in writing is a major focus in every grade level. Mentor texts are used in classrooms to recognize how real authors write and use craft. The literacy facilitator models how writer's workshop is used and then provides feedback to teachers as they are learning. To support the writing curriculum, each grade level have writing kits from two writing experts, Lucy Calkins and Ralph Fletcher.

When a student is reading below grade level, the teacher has several intervention options, including referral to the Response to Intervention team. After collecting more information about the student, the team seeks to suggest specific interventions to the teacher, along with continued monitoring. Bellview is not a Title I school and is limited on personnel and funds to provide additional remediation. We have one instructional aide designated to work with below grade level students, in small groups within the classroom using teacher designed interventions. Last school year teachers in grades 1-5 tutored just over 100 students after school for two hours per week in the months of February and March. Eighty-three percent of these low performing students scored proficient or above on the April state assessments. All teachers use everything they know to bring every student up to grade level.

### 3. Mathematics:

Bellview's math curriculum is in transition, in both curriculum content and instructional strategies. As in many states and districts across the country, Arkansas and Rogers Public Schools will begin transitioning to the Common Core State Standards (CCSS) for grades K-2 in the 2011-2012 school year, and grades 3-5 will transition the following school year. The district's math program is *Saxon Mathematics*, which has a spiraling approach to math instruction. The mathematics standards in the CCSS are designed to teach math concepts more in depth and narrows the focus to just the most significant content standards. This will allow teachers more time for math instruction using more hands on materials and students to build a solid foundation and conceptual understanding in mathematics. We are currently reviewing resources appropriate for instruction with CCSS.

Resources and professional development opportunities have been provided to support teachers in their growth of math instruction. A couple of summers ago, several teachers, and the two administrators attended a five day training in *Investigations Math*, from Pearson/Scott Foresman, a program that focuses on student engagement with hands-on learning to encourage students to make sense of mathematics and be a mathematical thinker. *Cognitively Guided Instruction (CGI)* is a mathematics professional development program that assists teachers in providing opportunities for students to build a strong foundation of the base-ten number system and use this knowledge to build their own problem solving strategies. Presently, Bellview has one teacher from each grade level in the first year of a three-year *CGI* professional development program. More teachers will begin *CGI* next school year. The *CGI* and *Investigations Math* professional development will provide a good instructional basis for the transition to the Common Core Standards.

All students use a supplemental digital math and reading curricula daily. Our K-1 students work on individualized skills on *Waterford Early Learning System*. *SuccessMaker* (Pearson) is the digital program that our students in grades 2-5 work on 30 minutes daily. Both software programs determine the individual student's skill level and tailor targeted instructional exercises toward improving that student's academic abilities. If a student needs help with a concept or question the explanation is provided through the software. The content in Success Maker goes up through the 8<sup>th</sup> grade level. This provides an option for differentiation and is one of the ways we keep student learning moving upward.

### 4. Additional Curriculum Area:

Young children are naturally curious about their environment. They are filled with "why" questions about objects and phenomenon in their surroundings. Science, therefore, is a curriculum area that intrigues and motivates most children at Bellview. Science instruction is thought of as a "verb", or doing science, rather than a science textbook. Our teachers strive to provide hands-on science experiences in order to build understanding of science concepts and promote the generation of more questions for inquiry. The development and use of "essential questions" provides a framework for teaching the science curriculum standards in life, physical, and Earth science.

In kindergarten, students are generally taught science concepts through units of study that relate to the world around them. One example is the study of weather. Students learn about changes in weather to build an understanding of the concept of "change" that will apply to many science concepts as they progress through the higher grades. Kindergarteners begin learning about some of the measurement tools used by scientists to record accurate information and they record their observations of weather changes over time on charts and graphs.

This school year we are experimenting with a different class organization in fifth grade in order to extend time for hands-on science. Two teachers are paired for collaborative planning and teaching two classes of students. While one teacher is teaching literacy with the integration of social studies to one class, the second teacher teaches math and science to the other group. In the "science lab", student desks were exchanged for tables to provide more space for science experiences in student pairs or teams. The teacher

of math-science is able to incorporate many of the math concepts into the science curriculum. This also creates extended time to engage students in science as a process of inquiry.

This past fall, fifth graders initiated development of their selected individual scientific inquiry. Starting with a hypothesis, students developed an experimental plan that was reviewed, modified if needed, and approved by the teacher to continue working through the process independently. Students then showcased their finished products that highlighted the process and findings of their project at a school-wide Family Math & Science Night. Our school cafeteria was filled with the science projects and in classrooms each grade level set up math activities to engage the entire family. We received very positive evaluations of the event.

## **5. Instructional Methods:**

The teachers assess student skills in reading and math at the beginning of the school year. This provides a baseline for instruction. Using continual student feedback, both formal and informal, the teacher adjusts grouping patterns and instruction to meet each student's academic needs. Because students learn at different rates, small instructional groups remain flexible, with the teacher making adjustments by moving students into and out of groups as needed. Small group instruction is common in reading at the elementary school level. However, teachers are encouraged to use this same strategy to meet individual student needs in other content areas. Student learning is also differentiated by pairing a good reader with a weaker reader to read and discuss content area textbooks such as science and social studies. Our teaching staff was involved in a book study, several years ago, of *The Differentiated Classroom* (2000) by Carol Ann Tomlinson to learn differentiation strategies that modify the content, process, or product based on student need. Building on that foundation, Debbie Diller, a leading educational expert and consultant, has visited our district this year to work with teachers on organizing for small group instruction.

Another district professional development initiative incorporates Dr. Robert Marzano's effect-size research of instructional strategies that led to his book, *Classroom Strategies that Work*, (2001). Dr. Jane Pollock, a co-author with Marzano, is working with staff on a lesson planning structure that utilizes what we know about good teaching. Our principals visit classrooms frequently to collect data on teacher's instructional strategies. This data is entered into a computer program that allows us to look at use of instructional strategies over a period of time. This data is shared with teachers for them to set goals in areas that they feel need strengthening, such as incorporating more opportunities for students to use higher level thinking skills.

The special education resource teacher and LEP teacher, along with classroom teachers have participated in professional development in the use of co-teaching strategies. This allows the teacher who assists special student populations to work in the classroom along side the regular teacher, where possible, to support these children in learning the standard curriculum.

## **6. Professional Development:**

The most effective professional development is job-embedded and based on a coaching model. Our district has expanded the number of positions commonly known as academic coaches, or academic facilitators, for literacy and mathematics to provide this type of professional development at the building level. Bellview is fortunate to have the services of a literacy academic facilitator four days per school week. She is very knowledgeable and a life-long learner/professional reader who shares and models best practices in reading, writing, and word work with our teachers and students. Elementary teachers are expected to be experts in all areas of the curriculum, but research brings new "best practices" to light every year. Michael Jordan, the basketball player, once said that he never got good enough to not require a coach. Teachers learn best research-based practices in teaching and learning by an expert in both the content subject matter and content-specific pedagogy in a non-evaluative manner.

Our teachers learn from each other in professional learning communities. Mondays after school are designated as collaborative professional learning time. Two days per month teachers stay in their building

to work in a whole group or small groups on common goals. The other two Mondays of the month are designated for district department directors. This provides opportunity for all department teachers such as media specialists, or LEP teachers, to work on department goals. At times, classroom teachers who teach the same grade level in other district schools meet to score common student assessments or common professional development. The extended grade level planning time on Fridays is another opportunity for professional development, data, analysis, and collaborative planning.

## **7. School Leadership:**

Presently, schools are facing more changes than ever before, and they are coming one on top of another. More than ever, schools require leadership from multiple groups and individuals. Bellview Elementary School utilizes the leadership provided from our district administrators, our teachers, our parents, and our community business leaders. Both the principal and assistant principal keep an open-door policy and try to make time for any patron. The building leadership team consists of the principal, assistant principal, literacy facilitator, guidance counselor, and a key teacher from each grade level. One of the principals meets monthly with the PTA President and then with the PTA Executive Board to keep two-way communication as current as possible.

Examples of our focus on student achievement are sprinkled throughout the application, even to changing the classroom furniture to fit the instruction. The teacher planning schedule was revised to assure all grade level teachers had a common planning time and created a longer time period once a week for teachers to review data and collaborative planning. After recently receiving a prediction report from the district, we have scheduled tutoring time before school for students who need additional instruction. Last year I witnessed the pullout small group instruction was not very productive. After visiting with teachers they felt likewise and we changed the instructional aides' role to provide additional services within the classroom. Our district Special Ed. Department puts FM room sound systems in classrooms with a student who has hearing problems. After noticing how effective the sound systems helped all students pay more attention during instruction, we are securing funds for adding them to a grade level at a time.

As principal, I strive to make every decision with "what's best for students and learning" in mind. As a previous teacher, professional development trainer, professor, assistant superintendent and now principal, I feel I bring a lot of knowledge and expertise to the school. I believe two important qualities for an administrator are a visionary and a change agent. I find the second more difficult than the first. As a professional reader and learner, I strive to remain on the leading-edge of educational change. So, I have this vision, actually, a composite picture in my mind of where our school needs to be. However, bringing one's vision for a school to fruition requires a lot of time, patience, and effort in order to include all stakeholders in the development and implementation of plans. This is where the change agent hits the fan. But we are progressing in the right direction.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Arkansas Augmented Benchmark Exams

Edition/Publication Year: ACTAAP/2010, 2009, 2008, 2007, 2006

Publisher: 2008-10 - Pearson / 2006-07 - Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing+Advanced	94	94	95	96	90
Advanced	74	79	81	77	59
Number of students tested	93	86	93	78	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passing+Advanced	84				
Advanced	69				
Number of students tested	13				
<b>2. African American Students</b>					
Passing+Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Passing+Advanced	91				
Advanced	73				
Number of students tested	11				
<b>4. Special Education Students</b>					
Passing+Advanced	85		77		
Advanced	31		23		
Number of students tested	13		13		
<b>5. English Language Learner Students</b>					
Passing+Advanced	92				
Advanced	75				
Number of students tested	12				
<b>6. Caucasian</b>					
Passing+Advanced	97	98	95	93	79
Advanced	77	85	84	79	46
Number of students tested	71	71	81	92	75
<b>NOTES:</b>					

11AR2



## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3      Test: Arkansas Augmented Benchmark Exams

Edition/Publication Year: ACTAAP/2010, 2009, 2008, 2007, 2006

Publisher: 2008-2010 - Pearson / 2006-07 - Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing + Advanced	89	92	92	89	82
Advanced	65	63	68	63	53
Number of students tested	93	86	93	99	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passing + Advanced	61				
Advanced	46				
Number of students tested	13				
<b>2. African American Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Passing + Advanced	82				
Advanced	55				
Number of students tested	11				
<b>4. Special Education Students</b>					
Passing + Advanced	46		51		
Advanced	23		13		
Number of students tested	13		13		
<b>5. English Language Learner Students</b>					
Passing + Advanced	83				
Advanced	50				
Number of students tested	12				
<b>6. Caucasian</b>					
Passing + Advanced	93	93	92		73
Advanced	68	68	70		40
Number of students tested	71	71	81		75
<b>NOTES:</b>					

11AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4      Test: Arkansas Augmented  
Benchmark Exams

Edition/Publication Year: ACTAAP/ 2010, 2009, 2008,  
2007, 2006

Publisher: 2008-10 - Pearson / 2006-07 -  
Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing + Advanced	97	96	92	89	88
Advanced	88	82	76	63	51
Number of students tested	89	93	95	83	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passing + Advanced		70			
Advanced		30			
Number of students tested		10			
<b>2. African American Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Passing + Advanced	91				
Advanced	64				
Number of students tested	11				
<b>4. Special Education Students</b>					
Passing + Advanced		70	59		
Advanced		40	42		
Number of students tested		10	12		
<b>5. English Language Learner Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Passing + Advanced	97	97	92	87	75
Advanced	90	88	76	62	40
Number of students tested	69	77	87	77	63
<b>NOTES:</b>					

11AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4      Test: Arkansas Augmented Benchmark Exams

Edition/Publication Year: ACTAAP/2010, 2009, 2008, 2007, 2006

Publisher: 2008-10 - Pearson / 2006-07 - Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing + Advanced	97	97	88	90	90
Advanced	71	70	68	63	49
Number of students tested	89	93	95	83	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passing + Advanced		90			
Advanced		20			
Number of students tested		10			
<b>2. African American Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Passing + Advanced	91				
Advanced	27				
Number of students tested	11				
<b>4. Special Education Students</b>					
Passing + Advanced		80	33		
Advanced		20	8		
Number of students tested		10	12		
<b>5. English Language Learner Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Passing + Advanced	97	97	89	90	73
Advanced	74	74	69	65	36
Number of students tested	69	77	87	77	63
<b>NOTES:</b>					

11AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5      Test: Arkansas Augmented Benchmark Exams

Edition/Publication Year: ACTAAP/2010, 2009, 2008, 2007, 2006

Publisher: 2008-10 - Pearson / 2006-07 - Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing + Advanced	99	95	98	95	94
Advanced	84	77	71	57	61
Number of students tested	98	98	79	75	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passing + Advanced	90				
Advanced	50				
Number of students tested	10				
<b>2. African American Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Passing + Advanced		72			
Advanced		27			
Number of students tested		11			
<b>5. English Language Learner Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Passing + Advanced	100	95	97	94	71
Advanced	87	78	69	54	31
Number of students tested	79	89	72	67	48
<b>NOTES:</b>					

11AR2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5      Test: Arkansas Augmented Benchmark  
Exams

Edition/Publication Year: ACTAAP/2010, 2009, 2008,  
2007, 2006

Publisher: 2008-10 - Pearson / 2006-07 -  
Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing + Advanced	94	89	95	93	93
Advanced	76	63	70	53	46
Number of students tested	98	98	79	73	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Passing + Advanced	60				
Advanced	30				
Number of students tested	10				
<b>2. African American Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Passing + Advanced		45			
Advanced		9			
Number of students tested		11			
<b>5. English Language Learner Students</b>					
Passing + Advanced					
Advanced					
Number of students tested					
<b>6. Caucasian</b>					
Passing + Advanced	96	89	95	92	70
Advanced	77	63	71	55	24
Number of students tested	79	89	72	67	48
<b>NOTES:</b>					

11AR2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Adequate Yearly Progress	97	95	95	93	90
Advanced	82	79	76	66	57
Number of students tested	269	272	261	248	201
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Adequate Yearly Progress	87	71	69	78	64
Advanced	55	29	54	33	0
Number of students tested	31	24	13	9	11
<b>2. African American Students</b>					
Adequate Yearly Progress	83	80	100	100	0
Advanced	83	80	100	100	0
Number of students tested	6	5	2	2	1
<b>3. Hispanic or Latino Students</b>					
Adequate Yearly Progress	92	86	93	100	78
Advanced	79	43	71	66	0
Number of students tested	24	21	14	9	9
<b>4. Special Education Students</b>					
Adequate Yearly Progress	78	59	77	50	44
Advanced	30	26	17	35	13
Number of students tested	27	27	35	20	16
<b>5. English Language Learner Students</b>					
Adequate Yearly Progress	92	78	83	100	78
Advanced	60	66	0	33	11
Number of students tested	25	18	12	12	9
<b>6. Caucasian</b>					
Adequate Yearly Progress	98	96	95	93	91
Advanced	85	85	78	69	60
Number of students tested	219	233	235	227	186
<b>NOTES:</b>					

11AR2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Adequate Yearly Progress	93	92	92	91	88
Advanced	71	65	69	60	49
Number of students tested	269	272	261	248	201
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Adequate Yearly Progress	71	71	62	56	36
Advanced	35	17	15	15	0
Number of students tested	31	24	13	9	11
<b>2. African American Students</b>					
Adequate Yearly Progress	83	80	100	100	100
Advanced	83	80	100	50	0
Number of students tested	6	5	2	2	1
<b>3. Hispanic or Latino Students</b>					
Adequate Yearly Progress	83	91	93	67	56
Advanced	58	33	43	22	0
Number of students tested	24	21	14	9	9
<b>4. Special Education Students</b>					
Adequate Yearly Progress	56	52	60	50	31
Advanced	15	11	0	50	0
Number of students tested	27	27	35	20	16
<b>5. English Language Learner Students</b>					
Adequate Yearly Progress	80	83	83	73	67
Advanced	36	11	0	0	0
Number of students tested	25	18	12	11	9
<b>6. Caucasian</b>					
Adequate Yearly Progress	95	93	92	92	89
Advanced	73	69	71	64	52
Number of students tested	219	233	235	227	186
<b>NOTES:</b>					

11AR2